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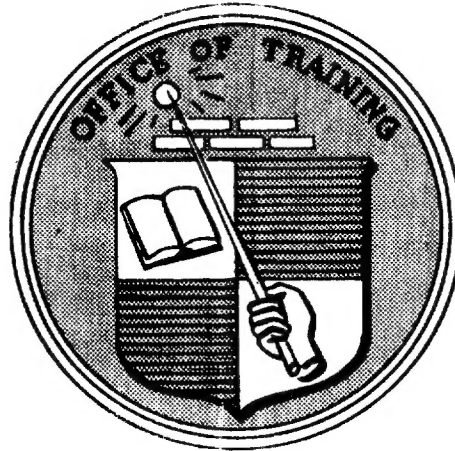
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FOREWORD

You will note that this, the 15th issue of the OTR Bulletin, has been redesigned in format and content, in order to provide you with up-to-the-minute information on the programs and services of the Office of Training. We hope this modification of the Bulletin will prove helpful in keeping you abreast of developments in the progress of CIA's training mission, apprising you of what OTR is doing currently, and proposes to do, in meeting the requirements for training personnel.


We are endeavoring, by this means, to provide you with a publication that is serviceable, as well as informative and interesting.

For instance, you will find in this issue, in the section titled "REGISTRAR'S REMINDERS," a listing of the forthcoming due dates for enrolling your personnel in scheduled courses. In the July issue, you will find an additional section titled, "COURSES, ACTIVITIES, AND PROGRAMS," announcing new developments planned for the forthcoming 60 days. This "CAP" section is designed to be the current "supplement" to your office copy of the OTR CATALOG OF COURSES, so that your catalog always will be up to date.

We believe you may be interested in short reports on recent Agency training developments. These will be included under the title, "TRAINING NEWS," together with some news of future activities.

The final section, "TRAINING DIRECTORIES," included in the back of the Bulletin, provides you with an index to the officially designated Agency Training Officers, as well as certain key officers in OTR. These individuals will assist you in resolving your training problems.

We trust you find this version of the Bulletin helpful. We will appreciate your suggestions as to how we may improve it. It is planned that the next editions will be published on 1 July and bi-monthly thereafter.


MATTHEW BAIRD
Director of Training

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REGISTRAR'S REMINDERS

For information regarding courses and registration procedure, read your OTR CATALOG OF COURSES and consult your Training Officer. To register in a course, secure the approval and sponsorship of your supervisor. Current deadline dates for registration are as follows:

<u>COURSE TITLE</u>	<u>OTR CATALOG COURSE NUMBER</u>	<u>REGISTRATION DEADLINE</u>
Basic Management (GS 12 - 15)	B-8	7 May
Intelligence Writing	I-6	14 May
World Communism	I-2	21 May
Turkish (Basic)		21 May
Basic Orientation	B-3	28 May
Basic Supervision (GS 9 - 11)	B-7	28 May
Clerical Refresher Program	B-12 - 19	28 May
Indonesian (Basic)		28 May
German (Applied)		11 June
Russian Workshop (Advanced)		12 June
Intelligence Principles and Methods	I-1	18 June
Reading Improvement	I-7	18 June

When pre-testing is a prerequisite to a course, your Training Officer will schedule your testing and answer any questions you have concerning it.

If you (a) have the "Need to know", (b) are a GS 7 or above, and (c) possess a TOP SECRET clearance, you may attend those individual lectures which are of interest to you in the program given by the Army's Strategic Intelligence School nearby in the Main Navy Building, Constitution Avenue. Ask your Training Officer for information on the SIS program.

Applications for summer session training in local universities must be processed on Form 51-136 in time to reach the OTR Registrar by 1 June.

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TRAINING NEWS

1. There has been a noticeable increase in interest in both management courses offered by OTR. Basic Supervision and Basic Management were first scheduled in 1954. To date, the Basic Supervision course has been presented 12 times with a total enrollment of 207 students, and Basic Management has been given 20 times with a total enrollment of 350. From the outset, it was necessary to establish office quotas for enrollment in these courses, and during the last 60 days these quotas consistently have been over-subscribed. OTR is scheduling supplementary courses, in order to accommodate the backlog of students, and will continue to try to meet your needs for this instruction.

In general, students being nominated for Basic Supervision are of four types: (a) those who are carrying full responsibility as first-line supervisors, having a substantial delegation of responsibility and being required to spend half to full time on supervision; (b) individuals who have assumed limited supervisory duties; (c) individuals who are not now supervising, but who are slated to take over supervisory duties in the future; (d) individuals who are not supervising and for whom no immediate supervisory job is intended, but whose work is such as to make clarification of supervisory principles of some benefit.

Since Basic Supervision is designed for supervisors, to improve their effectiveness in a job currently being performed, OTR is giving priority to the first group. The course can accommodate a reasonable proportion of students of the second type, and a small number, preferably no more than two or three in any presentation, from the third and fourth groups.

2. Due to student interest in maintaining language fluency, a Foreign Language Dining Room has been established in the small, private dining room adjoining the R & S cafeteria. You may converse informally at Russian, German, French and Spanish tables, at present. Approximately 30 people are now attending these daily "language luncheons". If you are interested in establishing a table for some additional foreign language, your Training Officer will be glad to assist you.

An additional feature of OTR's intensive French course is weekly "living language trips" and fortnightly evening socials. Conversation during these programs is limited to French. All trips are planned to coincide with course material, and an effort is made to develop a practical use of the vocabulary appropriate to the place visited.

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Recently, OTR announced that it would conduct a three-month, intensive, summer program designed to develop limited competence in any of 42 unusual languages now largely unrepresented among talents of Agency employees. Thus far, only a few offices have indicated that they have the minimum requirement of 4 students for each individual class. If you are interested in this proposed program, consult your supervisor and inquire of your Training Officer.

3. The instructional staff of World Communism has presented more than 100 courses on Communism during the past 5 years. In addition to 33 regular courses given at OTR headquarters, 67 special and tutorial courses have been conducted under the sponsorship of OTR and other Agency components. Within the last 6 months, registration in World Communism has been opened to students from all Agency components. Representatives from other government agencies also attend this course.

4. Two years ago OTR incorporated in the BOC treatment of the principles of democracy. Development of this subject resulted in publication of a manual entitled The American Thesis. This document counters Communist ideology and provides the basis for effectively combating Communist criticism of the U. S. and Free World philosophy and action. Copies of this publication can be obtained from OTR through your Training Officer.

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5. [REDACTED] recently conducted OTR's first two courses on Conference Leadership. This course is worthy of your interest, and OTR is prepared to present it periodically.

The course is designed for officers in all components of the Agency who are responsible for leading conferences, chairing large committees, and moderating discussion groups. The first two class sessions are devoted to lecture-discussion on principles, techniques, planning, and problem solving; the remaining sessions are devoted to applied exercises in which members of the class serve as leaders and participants. All exercises are subjected to constructive criticism. The class will be limited to 16 students. Applications in excess of this number will receive priority consideration in subsequent offerings. Conference Leadership will be listed in the forthcoming edition of the OTR CATALOG OF COURSES.

6. Comments are now being received from throughout the Agency and from nearly all the IAC agencies, concerning the first issues of Studies in Intelligence, the new monograph series being published by OTR. All comments received have warmly supported the idea of a scholarly journal dealing with intelligence subjects. In the first issue, Sherman Kent discusses, "The Need for an Intelligence Literature". In the second, [REDACTED] contributes, "Notes on 'Capabilities' in National Intelligence", and [REDACTED] "Notes on Some Aspects of Intelligence Estimates". Ask your Training Officer for a copy.

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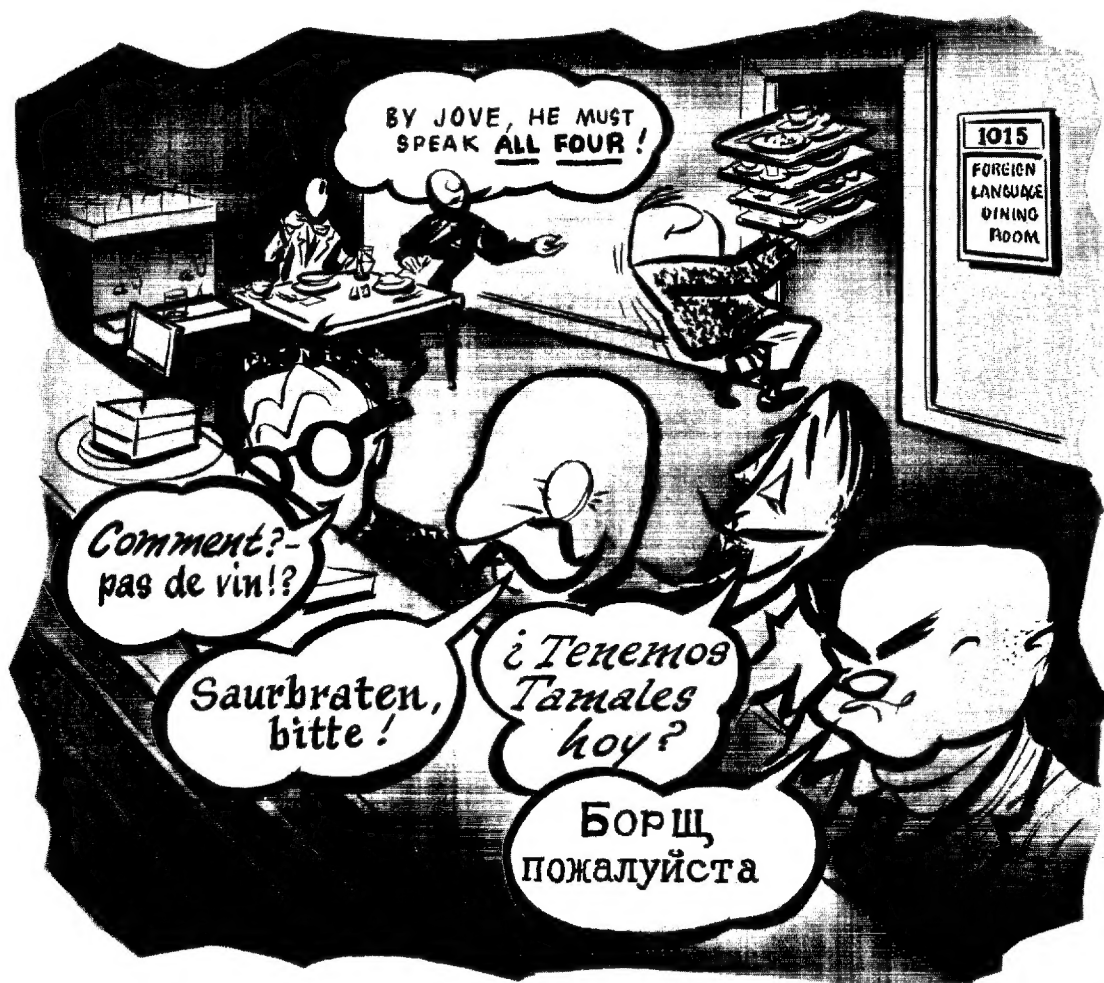
7. An outline for self-study has been prepared in response to requests by Agency employees who cannot take the Reading Improvement course because they are temporarily assigned to headquarters, or because they are located too far from Alcott Hall. The outline is used in conjunction with a textbook, and other unclassified materials, which will be loaned to interested employees. Completion of the self-study program is not a substitute for OTR's Reading Improvement course, but it provides real help in increasing your reading speed and accuracy. Your Training Officer can assist you in arranging for this self-study program.

8. Of special interest in Clerical Refresher training is the steady increase in requests for training on electric typewriters. This trend is evident not only in the typewriting classes, but also in the shorthand transcription classes. Recently, OTR brought in IBM instructors to demonstrate the latest features of these machines, in particular the IBM Executive Typewriter. Since that time, [REDACTED] has been giving individual instruction to interested employees, and this assistance is available to you, on request. 25X1A9a

9. The Assessment and Evaluation Staff has instituted a new referral procedure in order to meet the increased demand for psychological services; and two new categories of assessment; standard, and special. The standard assessment is limited to a one-day battery of tests known as the Professional Employee Test Battery (PETB) which is part of the EOD process. Special assessments involve some additional tests and may include interviews; this assessment usually requires two days. The intensive assessment, which continues to be used for complex situations, includes the PETB and requires two or more additional days of testing and interview. The standard and special assessments are used in a wide variety of situations; such as, selection for the Junior Officer Training Program, personnel reassignment, assistance in long-range career planning, etc.

10. The composition of the most recent Basic Orientation course may be indicative of a new trend in student enrollment. At least 50% of this class had three or more years' experience in the Agency before taking the course.

Refresh your memory



...while refreshing yourself

EVERYONE
INVITED to
DROP IN
ANYTIME

SPEAK FRENCH, GERMAN, SPANISH,
and RUSSIAN (NO ENGLISH or 'AMERICAN')
DURING YOUR LUNCH

1130 to 1300 DAILY—FROM 5 MAR '56
ROOM 1015—R&S CAFETERIA ENTER
and TURN RIGHT to

FOREIGN LANGUAGE DINING ROOM

COMMUNIST PROPAGANDA EXHIBIT

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(By [REDACTED], Instructor in Intelligence,
Basic Orientation course, Basic School/OTR)

An exhibit of Communist propaganda has been developed for Basic Orientation. Persons interested may view this exhibit, which is regularly scheduled each time the Basic Orientation course is given. Contact your Training Officer for the date and time.

The exhibit begins with a short explanation of its purposes, followed by a movie with an English sound track especially prepared for this exhibit. The movie shows the enormous propaganda effort the Communists made in Guatemala in an attempt to stem the tide of revolution against the Arbenz regime.

A half hour for general viewing of the exhibit is scheduled. One wall is covered with posters the Soviet government uses for internal propaganda purposes, another contains Czech internal propaganda posters, and a third Chinese internal propaganda posters. In addition, Communist party posters used in non-bloc areas are shown next to anti-Communist posters collected from the same areas.

Communist books and periodicals are arranged on tables by sources, another table contains USIA anti-Communist materials. In one corner a chart of bloc radio broadcast hours beamed at the West is shown, and you may hear recent Moscow broadcasts beamed at the U. S. in English.

Special exhibits include one showing types of propaganda used by Communists in their successful effort in influencing elections in Indonesia; another illustrated the "false confirmation" technique. Communist materials from many "sources" such as U. S. S. R., France, Italy, Mexico, Chile, U. S. A., and China are shown as sent into little Cuba as a target area; they tend to confirm one another, though the original impetus all came from Moscow. A special exhibit shows the targeting of materials for specific audiences, and another shows Communist attempts to get specific action - the reduction of Sobell's 30 year sentence for espionage - by propaganda means. Germ warfare and "throw aways" are subjects of other collections.

Following the exhibit period, you may attend the demonstration showing how Communists use meetings and front groups for propaganda purposes, after which student questions concerning Communist propaganda are discussed.

Altogether the exhibit contains much material of interest so specialists in many aspects of propaganda, though it is designed primarily to give a balanced overall view of Communist propaganda for persons recently introduced to the subject.

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TIME TO READ!

(By the Staff of the Reading Improvement Branch,
Intelligence School)*

Enough books were published last year in the United States to fill a bookshelf reaching from the Atlantic to the Pacific. If all of last year's pages of the two U. S. newspapers having the largest circulation were spread out, they would cover a four-lane highway circling the earth at the equator.

Yet a Gallup Poll last year showed that only 17% of adults in the United States were reading a book. Why don't Americans read more? As pressures to read more increase, community, business, and family responsibilities multiply, constantly increasing the complexity of our daily lives.

How can you find more time to read?

If you are an average reader you can read an average book at the rate of 300 words a minute. You cannot maintain that average, however, unless you read regularly every day. Nor can you attain that speed with hard books in science, mathematics, agriculture, business, or any subject that is new or unfamiliar to you. The chances are you will never attempt that speed with poetry or want to race through some passages in fiction over which you wish to linger. But for most novels, biographies, and books about travel, hobbies or personal interests, if you are an average reader you should have no trouble at all absorbing meaning and pleasure out of 300 printed words every 60 seconds. In 15 minutes a day, you will read 4,500 words! Books vary in length from 60,000 to 100,000 words. In a year's reading by an average reader for 15 minutes a day, 20 books will be read. That's a lot of books; 4 times the number of books read by Public-Library borrowers in America!

The only requirement is the will to read. With it you can find the 15 minutes no matter how busy the day. And you must have the book at hand. Not even seconds of your 15 minutes must be wasted starting to read. Set that book out in advance. Put it into your pocket when you dress. Put another book beside your bed. You will find time to read during periods of waiting which all of us experience — waiting for buses, meals, telephone calls, meetings, dates, or performances to begin.

You can't escape reading 15 minutes a day, and that means you will read half a book a week, 2 books a month, 20 a year, and 1,000 or more in a reading lifetime. It's an easy way to become well read.

* (Portions of this article are drawn from "How to Find Time to Read" by Lewis Shores, in "Wonderful World of Books", edited by Alfred Stefferup)

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But now another question arises. How can you read more — and comprehend more — in the time you are able to set aside for reading? Can you increase your reading effectiveness? You who are in the intelligence business are besieged by constant pressures to keep well informed by reading many current periodicals, books and professional journals in your leisure time.

Furthermore, the professional reading task imposed on intelligence analysts is a staggering one. Rarely is a professional group required to read, understand and remember so much printed matter so accurately.

A recent survey of CIA employees showed that employees in all components of the Agency spend about four hours each day reading. For each employee, this reading demands that he now glean general background information about an area, an operation or a project from various books, articles and documents; then search through many feet of State Department reports to locate a specific name or topic, and again, that he pore for hours over one paragraph of a cable evaluating, interpreting and analyzing it from all possible angles. Can you make each moment of your reading time count?

The CIA Reading Improvement courses were established by the Office of Training to help ease this reading burden, by helping you develop your reading skills to a higher level. Research has shown that few adults read as accurately and as rapidly as they could. In fact, there is some indication that those people who achieve the highest academic proficiency are the very readers who neglect to develop the ability to read material outside their specialty. An economist, for example, often uses the same reading techniques for reading the newspaper as those he applies to economics textbooks.

A major goal of the reading courses is to develop flexibility, that is the ability to adapt reading techniques appropriately to a wide variety of reading situations. Although it is a seven week course, one hour each day, and classes are conducted at scheduled hours for groups of employees, the courses include a large proportion of individual counselling and instruction, so that each student concentrates on developing the reading skills in which he is most deficient, or those which are most frequently required by his office reading. Approximately 75% of the 35 hours allotted for the course are spent by the students in practicing the application of study, informational reading and scanning skills to varied reading projects. Thus the student can experiment and evaluate the results of his reading approaches.

You are probably a better than average reader. How much better could you read?

RUSSIAN IS ROUGH? NYET!

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(By [REDACTED] Director-Coordinator for Russian
Language-Area Program, Language and External Training School, OTR)

A considerable body of folklore exists regarding the Russian language, including erroneous notions about the difficulty of learning to read and speak. At a time when it is important for Americans to know virtually all the tongues of the globe, we can scarcely afford the luxury of being ignorant of the U.S.S.R.'s language and area.

In the first place, Russian is written in an alphabet that pretty well represents the sounds of the language, and has only 32 letters. The alphabet was devised in the ninth century by the Saints Cyril and Methodius, who utilized the Greek, Roman, and Hebrew alphabets and added some original letters. (It is called the Cyrillic alphabet, after Cyril.) Some of the letters you already know; they are just like in English: o, t, a, etc. But you have to be careful, for what looks like H is really h, what looks like p is really r, and so on. Nevertheless, you can learn the alphabet in a few hours!

Secondly, Russian is reasonably related to English or German, French and other West European tongues. Actually, Russian belongs to the Slavic group of Indo-European language family. Yet it is true that the relationship between English and Russian is rather remote, by comparison with the relationship between Russian and Polish. In the Russian vocabulary there are words rather close to English: mat for mother, sestra for sister, voda for water, shest for six, tri for three, moloko for milk.

While the relative strangeness of most of the vocabulary is the greatest problem for the English-speaking student, it is infinitely easier to learn to read Russian than a large number of other languages, such as Chinese, Japanese, Finnish, etc. For instance, students at Massachusetts Institute of Technology are able to read, with a dictionary, scientific Russian after a course meeting three hours weekly for one semester!

The grammar of Russian is more complicated than is the case with the Romance languages. Like German, Latin, Greek, and numerous other tongues of the world, Russian is a highly inflected language. It has six cases: nominative, genitive, dative, accusative, instrumental, and prepositional apply to its nouns, pronouns, and adjectives. These cases will not hinder you much if you seek simply a reading knowledge, but if you aspire to speaking-writing mastery much more attention to detail is required.

The sentence order of Russian is blessedly simple, and it is actually possible to write a book in Russian without using a subordinate clause. A sentence like, "The pretty girl went into the garden" could follow the same sequence in Russian: "Krasivaya devushka poshla vesad." Like all languages, Russian requires plenty of time and application. However, there are various degrees of mastery, and at the present time, many scientists, researchers, and government workers are, through the medium of part-time study, acquiring enough competence to do research, read newspapers, etc., in the original Russian.

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Russian culture and literature, of course, have a shorter tradition than, for instance, that of England, Italy and France. Nevertheless, within a surprisingly short time Russia developed a literature which ranks at the very top. The poet-laureate of Russian verse was Alexander Pushkin, who lived in the first part of the nineteenth century during the romantic period. All educated Russians can recite his poetry. However, it was in the field of the novel that Russian writers distinguished themselves most, and the works of Turgenev, Lermontov and Dostoevski have been translated into virtually every language. Chekhov and Gogol are known for their plays and short stories. Tolstoy's novel War and Peace is considered by many as the greatest novel ever written for the breath of its panoramic scope and its human insight.

The study of the Russian language, literature, and area are new in America. Before World War II there were no more than 200 students of Russian in all the colleges and Universities of America! At present there are about 6,000 — too small a number for our needs. Most large universities have Russian offerings, but the greatest center for slavic studies are Harvard, Columbia, Yale, California (Berkeley), Stanford, and the University of Washington. Only about 8 high schools teach Russian, which is a handicap, as students do not come to college prepared to do intermediate or advanced work as they do with west European languages. The main summer schools teaching Russian are Middlebury, University of Indiana, and Colby.

The universities mentioned above have two types of program. In one, it is possible to major in Russian and Slavic languages and literature; in the other Russian is studied as part of a "Russian area major", and is incident to history, economics, political sciences and related subjects. Students interested in government service would do best to enroll in an "area type" program, and here in the Agency we are providing such instruction. In the intelligence "Business", today, Russian, German, and French are in demand. Especially, Russian has a "future", as do Chinese and Arabic, in the "intelligence game". The language student may look to various opportunities, of course, such as: commercial translation work, government service (translation, foreign affairs analysis, interpreting), military service, college teaching of "area" subjects such as history and economics, and library work. Beyond the priceless personal enjoyment you derive from command of a foreign language, your acquired knowledge of language and area can be a "paying proposition" in many respects.

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